

## RESPONDING TO MICROAGGRESSIONS AND BIAS

(Can be used alone or in combination)

### ▶ RESTATE OR PARAPHRASE.

"I think I heard you saying \_\_\_\_\_ (paraphrase their comments). Is that correct?"

### ▶ ASK FOR CLARIFICATION OR MORE INFORMATION.

"Could you say more about what you mean by that?"

"How have you come to think that?"

### ▶ ACKNOWLEDGE THE FEELINGS BEHIND THE STATEMENT. Express empathy and compassion.

"It sounds like you're really frustrated/nervous/angry....."

"I can understand that you're upset when you feel disrespected."

### ▶ SEPARATE INTENT FROM IMPACT.

"I know you didn't realize this, but when you \_\_\_\_\_ (comment/behavior), it was hurtful/offensive because \_\_\_\_\_. Instead you could \_\_\_\_\_ (different language or behavior.)"

### ▶ SHARE YOUR OWN PROCESS.

"I noticed that you \_\_\_\_\_ (comment/behavior). I used to do/say that too, but then I learned \_\_\_\_\_."

### ▶ EXPRESS YOUR FEELINGS.

"When you \_\_\_\_\_ (comment/behavior), I felt \_\_\_\_\_ (feeling) and I would like you to \_\_\_\_\_."

### ▶ CHALLENGE THE STEREOTYPE. Give information, share your own experience and/or offer alternative perspectives.

"Actually, in my experience \_\_\_\_\_."

"I think that's a stereotype. I've learned that \_\_\_\_\_."

"Another way to look at it is \_\_\_\_\_."

### ▶ APPEAL TO VALUES AND PRINCIPLES.

"I know you really care about \_\_\_\_\_. Acting in this way really undermines those intentions."

- ▶ **PROMOTE EMPATHY.** Ask how they would feel if someone said something like that about their group, or their friend/partner/child.

“I know you don’t like the stereotypes about \_\_\_\_\_ (their group), how do you think he feels when he hears those things about his group?”

“How would you feel if someone said that about/did that to your sister or girlfriend?”
- ▶ **TELL THEM THEY’RE TOO SMART OR TOO GOOD TO SAY THINGS LIKE THAT.**

“Come on. You’re too smart to say something so ignorant/offensive.”
- ▶ **PRETEND YOU DON’T UNDERSTAND.** As people try to explain their comments, they often realize how silly they sound.

“I don’t get it…….”

“Why is that funny?”
- ▶ **USE HUMOR.** Exaggerate comment, use gentle sarcasm.

“She plays like a girl?” You mean she plays like Serena Williams?” Or Mia Hamm?
- ▶ **POINT OUT WHAT THEY HAVE IN COMMON WITH THE OTHER PERSON.**

“I’m tired of hearing your Muslim jokes. Do you know he’s also studying \_\_\_\_\_ and likes to \_\_\_\_\_? You may want to talk with him about that. You actually have a lot in common.”
- ▶ **W.I.I.F.T. (What’s in it for them).** Explain why diversity or that individual/group can be helpful/valuable.

“I know you’re not comfortable with \_\_\_\_\_ but they can help us reach out to/better serve other groups on campus/in the community.”

“In the real world, we are going to have to work with all sorts of people, so might as well learn how to do it here.”
- ▶ **REMIND THEM OF THE RULES OR POLICIES.**

“That behavior is against our code of conduct and could really get you in trouble.”

Adapted from: Goodman, D. (2011). *Promoting Diversity and Social Justice: Educating People from Privileged Groups*. New York: Routledge. Excerpt available at [www.dianegoodman.com](http://www.dianegoodman.com)

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